



Inclusion of Limited-English-Proficient Students in NAEP

NAEP strives to include as many students as possible with appropriate accommodations as necessary. Decisions about inclusion and accommodations should be made in consultation with knowledgeable school staff, such as ESL teachers, and classroom teachers. Decisionmakers should note that NAEP does not provide individual scores, and group results do not have an effect on state-based performance initiatives or accountability standards.

NAEP provides the following tools to help knowledgeable school staff decide whether to include a limited-English-proficient (LEP) student without accommodations, with accommodations, or to exclude the student:

- **Limited-English-Proficient (LEP) Student Questionnaire:** Collects information about the student's educational experiences.
- **Criteria for Inclusion:** Describes NAEP's policy on inclusion. (See page 2)
- **Decision Tree:** Used in conjunction with the LEP Questionnaire to guide the inclusion decision. (See page 3)
- **List of Frequently Provided Accommodations:** Identifies the most frequently used accommodations and indicates whether or not NAEP allows them. (See page 4)

The staff member most knowledgeable about each student's English proficiency should first complete the LEP Questionnaire and then return the completed LEP Questionnaire and recommendations for participation to the school coordinator. We ask that this be done prior to the preassessment visit, which occurs about 2 weeks before the assessment date so that NAEP staff can make arrangements to provide the appropriate accommodations. If you have questions, please contact the NAEP Help Desk at 1-800-283-NAEP (6237) or your NAEP representative.

Thank you very much!

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NAEP Criteria for Including Limited-English-Proficient Students

NAEP has developed strict criteria for all schools around the country to use whenever there is doubt about the assessability of a selected student. For the assessments to be comparable within states and across states, it is very important that all schools adhere to these criteria.

A student identified by the school on the Administration Schedule as limited English proficient (LEP) and who is a native speaker of a language other than English, **should be included** in the NAEP assessment **unless**:

- The student has received reading, mathematics, or science instruction primarily in English for less than 3 school years including the current year, AND
- The student cannot demonstrate his/her knowledge of the subject being assessed even with an accommodation permitted by NAEP.

Decisions about inclusion and accommodations should be made in consultation with knowledgeable school staff. The following questions in the LEP Questionnaire pertain to this decision:

- **Question 14** pertains to the decision regarding the inclusion of a student in NAEP. Use the Decision Tree in conjunction with this question when there is doubt about the assessability of a student.

- **Questions 12 through 13** provide information regarding the type of accommodations the student receives on the state or other assessments. Use the Frequently Provided Accommodations chart in conjunction with these questions, to assist you when determining the type of accommodations needed in NAEP.

Further Explanation for LEP Students

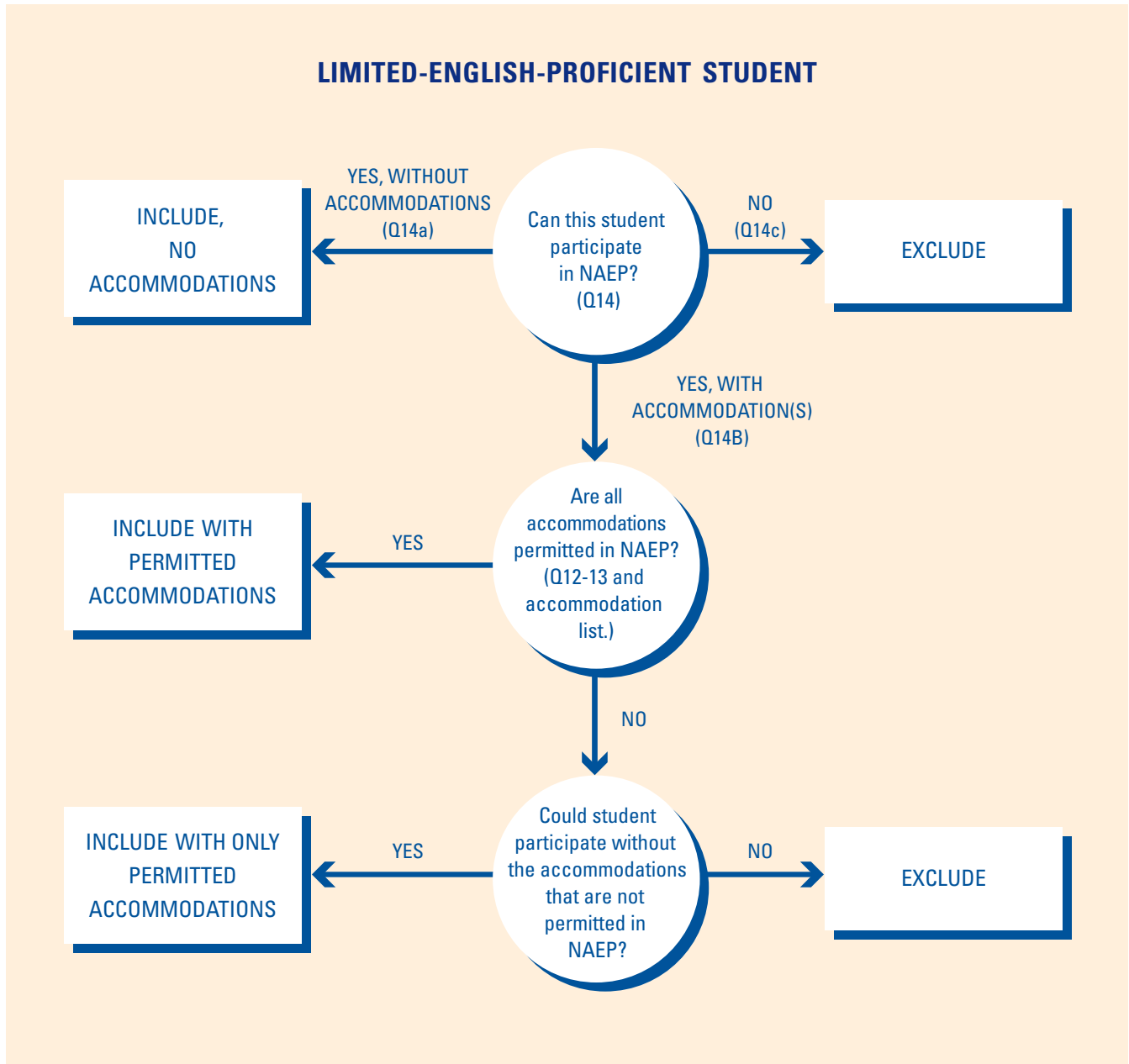
The phrase “less than 3 school years including the current year” means 0, 1, or 2 school years. Therefore, in applying the criteria, you should perform the following:

- Include without any accommodation all LEP students who have received academic instruction primarily in English for 3 years or more and those who are in their third year;
- Include without any accommodation all other LEP students who can demonstrate their knowledge of the subject being assessed without an accommodation;
- Include and provide accommodations permitted by NAEP to other LEP students who can demonstrate their knowledge only with those accommodations; and
- Exclude LEP students **ONLY** if they cannot demonstrate their knowledge even with an accommodation permitted by NAEP.

When there is doubt, include the student.

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Decision Tree



List of Frequently Provided Accommodations for Limited-English-Proficient Students

NAEP permits students to use most accommodations that are provided to them on state or district achievement tests. The most common accommodations are listed below along with an indication of whether they are permitted for NAEP assessments. Other accommodations may be permitted. When in doubt, ask your NAEP representative.

Accommodations for LEP Students	Reading	Mathematics	Science	Other
Native language version of test	No	No	No	No
Bilingual version of test (Spanish/English)	No	Yes	Yes	No
Bilingual word lists or glossaries (Spanish/English)	No	No	Yes	No
Bilingual dictionary without definitions	No	Yes ⁽¹⁾	Yes ⁽¹⁾	Yes ⁽¹⁾
Directions translated aloud into native language or presented by audiotape	No	No	No	No
Student's oral or written responses translated into written English	No	No	No	No
Passages, other stimulus materials, or test questions read aloud in English or presented by audiotape	No	Yes	Yes	Yes
Directions read aloud in English or presented by audiotape*	Yes	Yes	Yes	Yes
Passages, other stimulus material, or test questions translated aloud into native language or presented by audiotape**	No	No	No	No
Small group	Yes	Yes	Yes	Yes
One-on-one (tested individually)	Yes	Yes	Yes	Yes
Extended time	Yes	Yes	Yes	Yes
Preferential seating	Yes	Yes	Yes	Yes

⁽¹⁾ Not provided by NAEP, but school, district, or state may provide.

*Standard NAEP practice. Not considered an accommodation.

**For Spanish/English bilingual mathematics and science, this would be standard NAEP practice. Not allowed otherwise.